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September 18, 2012

Administrative Office

15 Bank Row,
Suite C
Greenfield MA 01301
Phone: 413-774-3934
Fax: 413-774-3946

www.literacyproject.org
TTY 413-774-3934

Classroom sites:

Amherst

c/o Jewish Community
of Amherst
724 Main Street

Greenfield

15 Bank Row

North Quabbin

34 No. Main Street,
Orange

Northampton

James House
Community Learning
Center
42 Gothic Street

Ware

23 West Main Street
(Warren offsite class -
Quaboag Regional HS)

Nathaniel Malloy
Amherst Planning Department
Amherst Town Hall, 2nd Floor
4 Boltwood Avenue
Amherst, MA 01002

Greetings Mr. Malloy and the Amherst Planning Department,

Enclosed is The Literacy Project's human service funding application for the Town of Amherst FY 2013 Community Development Block Grant.

We request funds to provide low- and moderate-income Amherst residents with the transitions to college and career services of a Education and Career Advisor through our Amherst site's Passport to Success; GED to Jobs Program. Participants will have no high school credential and/or outdated post-secondary/job skills. Through GED to Jobs transitions program, The Education and Career Advisor will provide individualized and group guidance and skill-building instruction to help participants stay (or enroll) in classes to earn a GED and prepare for the move to post-secondary education/training and family-sustaining work.

In our economy that now requires a GED and more to succeed, and with the continued economic downturn, it is critical that Amherst's lower-skilled residents have access to services that combine the academic instruction, skills training and guidance they need to pursue education and employment as a means to self-sufficiency and economic security. Our clients' successes benefit others' lives as well as their own, as they contribute more to their families, local workforce, and community.

We look forward to the possibility of working with the Town of Amherst to help keep the doors of opportunity open for Amherst residents who are ready to move their lives forward. Thank you for your consideration.

Sincerely,

Judith Roberts
Executive Director

This project is supported by a grant from the Massachusetts Department of Elementary & Secondary Education.

This Material does not necessarily reflect the views or policies of the Mass. Dept. of Elementary & Secondary Education or the federal government.

Funded in part by U.S. Dept. of Housing and Urban Development and Dept. of Housing and Community Development, Mass. CDBG Program.

Cover Sheet – Social Service Activity

AGENCY NAME: The Literacy Project, Inc.
AGENCY ADDRESS: 15 Bank Row, Suite C, Greenfield MA 01301
AGENCY PHONE NO: 413-774-3934 CONTACT PERSON: Judith Roberts, Exec. Dir.
CONTACT PERSON EMAIL: jroberts@literacyproject.org
2013 CDBG REQUEST: \$30,150

1. Project Name *Passport to Success; GED to Jobs Program*

2. Project Description (1-2 sentences)

The Literacy Project (TLP) provides free, comprehensive adult literacy services to adults and out-of-school youth age 16 and over who have no high school credential and/or outdated skills, preventing them from pursuing college, family-sustaining employment and full civic participation. TLP offers classes at the basic literacy, pre-GED and GED levels combined with education and career advising and instruction for pursuing college and jobs.

3. Project Location

The Literacy Project's Amherst site in East Amherst Village (at Jewish Community of Amherst, 724 Main St.) and Amherst Survival Center

4. Budget Request \$30,150

5. Type of Activity (check one):

- ☐ Homelessness and sheltering
- ☐ Youth development
- ☒ Adult education and job training
- ☐ Basic Human Services
- ☐ Emergency & preventive services: emergency rental assistance, emergency fuel assistance, emergency food and emergency shelter services that can include case management and coordination.
- ☐ Other – please explain

6. Demonstrate Consistency with Community Development Strategy

TLP programs are consistent with the "Services and Facilities" goal from Amherst's 2010 *Master Plan*, cited in the "Community Services" section of the *2013 Community Development Strategy*: *"To provide excellent, cost effective, accessible facilities, services, and programs reflecting values respectful of our ages and our diversity, which, through collaboration, contribute to a high quality safe, civil, healthy, and sustainable community."*

TLP provides comprehensive adult literacy services in an accessible facility to adult learners and out-of-school youth of diverse ages and backgrounds. TLP/Amherst is fully ADA-compliant and accessible to downtown and bus routes. TLP's approach is to create a community of learners where every student feels supported and respected as he or she

pursues education and career goals to attain economic security and self-sufficiency. TLP's programs meet learners "where they are" – not only academically but in terms of college and job readiness and civic involvement – and equip them with the community contacts and skills they need to become GED holders and more engaged citizens, and to successfully pursue college/vocational training and family-sustaining employment.

TLP's services directly address the *2013 Community Services priorities* by providing employment counseling and financial literacy skill-building. TLP also provides individualized support case coordination or connecting with other services that can help adult literacy students overcome the obstacles to education and employment they so often face (such as the need for childcare, health services and emergency services).

7. Describe how you will ensure that participants meet low/moderate income requirements
We will gather information on annual household income and family size from each student using the attached form (or a form provided by Town of Amherst).

8. National Objective

Benefit to low- and moderate-income persons

The benefit to LMI persons is the access to free education and advising that helps them progress toward economic security and self-sufficiency: Approximately 25 students will earn a GED or achieve another major outcome (see Section E below); on average, each student served will complete 2 activities that indicate progress toward a major outcome.

Estimate the number of low- and moderate-income persons to benefit from the Project:
75 in Amherst, 45 of whom are Amherst residents

Total number of individuals served

Total Low/Mod individuals served

75 in Amherst, 45 of whom are Amherst residents

Please submit responses to the following questions:

A. Please describe in full the project for which you are requesting funding:

Include information on the number of individuals or families to be served and who they are, i.e. disabled, low-income, homeless, etc.

TLP's mission is to provide adult basic education programs and opportunities that support participants to engage meaningfully and equitably in the economic, social, cultural and civic life of their communities. TLP provides free, comprehensive Adult Basic Education (ABE) services that include:

Academic classes at the basic literacy, pre-GED and GED levels with staff Teachers aided by trained Volunteers

Preparation for college and jobs with the Education and Career Advisor (comprised of individualized advising, a Career Pathways Class, other group instruction, workshops and field trips)

Individualized problem-solving counseling with staff to overcome obstacles to pursuing education and work (as mentioned above) and connect with other community services as needed

Each year, TLP Amherst serves an average of 58 enrolled students (FY08-FY12 average), 35 (60%) of whom are Amherst residents. It provides the follow services:

12 hours of academic classes a week for basic literacy students in math science, social studies, reading and writing

9 hours a week of academic classes for pre-GED and GED students in math science, social studies, reading and writing

A weekly 3-hour Career Pathways class for pre-GED and GED students – an applied academics course focusing on careers in health care, STEM (Science, Technology, Engineering, and Mathematics), clean energy and manufacturing; the course also includes guest speakers, fieldtrips and general skill-building needed to pursue college and jobs (such as computer literacy, completion of job/college/financial aid applications, job search and interviewing skills, financial literacy skills such as budgeting and managing credit, and “soft skills” such as time management, teamwork, decision making, and communication

3 hours a week of Teacher time to provide as-needed individualized instructional help and counseling for educational success

3 hours a week of Education and Career Advisor time to provide individualized advising/group workshops/fieldtrips for college and job preparation

With Amherst CDBG funding, the Education and Career Advisor will also conduct 2 outreach hours a week at Amherst Survival Center. This will provide approximately 20 LMI people with intensive individualized education and career advising, referring them as appropriate to TLP or other needed services.

B. What is the community's need for the proposed project/program?

Define the need or problem to be addressed by the proposed project. Explain why the project is important. Provide evidence of the severity of the need or problem. Who the

affected population and why is this population presently underserved or not served?

The proposed project addresses the need for adult education and job training included in Amherst's social service priorities.

Amherst's 2010 Master Plan states that *"Amherst is becoming an increasingly diverse community in terms of ethnicity, age, income, education, physical ability, and in many other ways. Amherst's services and facilities must keep pace with the population's changing needs, including ... providing critical social support services."* TLP/Amherst's student population reflects this diversity in many ways, with the FY12 enrollment representing:

A range of native languages – 60% were non-native speakers of English (native languages included Yoruba, Spanish, Khmer, Portuguese, Cambodian, Pashto, Farsi, and Portuguese Creole).

A range of races/ethnicities –Asian (25%), White (25%), Hispanic (23%), Black (17%), Cape Verdean (8%), with 2% categorized as Other/Not Given

A range of ages – 16-17 (2%), 18-24 (29%), 25-44 (52%), 45-59 (12%), 60 or over (6%).

TLP's services are important because they provide access to free adult literacy services to a largely low-income, undereducated population who otherwise could not pursue the education and career goals that lead to economic security, self-sufficiency and greater civic involvement. This population often faces many other obstacles to making positive changes in their lives (mentioned above); at the same time they often feel unconnected to their community, lacking the confidence and awareness they need to access the network of services that can help them pursue a more secure and productive future. Without the free tailored, supportive instruction and advising that TLP provides, many in this population would not be able to envision and pursue a better future for themselves and their families.

TLP's services provide adult education and job and college preparation tailored to the needs of a wide range of individuals who are exceptions to what the Master Plan describes as a relatively well-educated population (p. 4.1). The 2006-2010 American Community Survey (ACS) 5-Year Estimates for Amherst Center CDP indicate the following for educational attainment:

Of Amherst's 14,237 18-24 year olds, nearly 100 lack a high school credential and over 2,000 (14.5%) have no more than a high school credential.

Of the 4,171 residents age 25 and over, more than 200 lack a high school credential and more than 500 (12.3%) have no more than a high school credential.

Low education levels are a known risk factor for poverty, and in today's economy, having no more than a high school credential raises a person's poverty risk. The ACS estimates for Amherst Center CDP for those age 25 and over for whom poverty status is determined by educational attainment level indicate:

A poverty rate of 42.9% for those with no high school credential, and median earnings in the past 12 months of \$13,500

A poverty rate of 37.2% for those with only a high school credential, and median earnings in the past 12 months of \$14,340

ACS estimates also show poverty rates dropping significantly and median earnings more than doubling as educational levels increase:

With some college or associate's degree, poverty rates drop to 21.3% and median earnings rise to \$30,417

With a bachelor's degree or higher, poverty rates drop to under 10% and median earnings rise to over \$31,000.

A more widespread need deserving of mention is the digital divide that remains a very real barrier for adult learners in our 21st century digital economy (U.S. Dept. of Commerce, www2.ntia.doc.gov/node/770, National Coalition for Literacy, <http://blog.ncladvocacy.org/2011/03/2842/>). This issue is intertwined with issues of low education levels, poverty, and un/underemployment. For this reason, TLP emphasizes computer literacy instruction in its classes and education/career advising.

Today's economy requires going beyond a high school education to achieve economic security. TLP is the only program in Amherst providing free adult literacy classes combined with on-site advising to prepare those in need for the GED and beyond, putting them onto the path out of poverty. This includes our many immigrant students who often come to us with very little formal education; TLP picks up where ESOL services leave off, providing them with the next logical step in their pursuit of full participation in their new community. TLP services help keep a significant portion of Amherst's immigrant and native-born population from falling through the cracks of a "post-GED" economy, so that they and their families can enjoy the benefits of education and family-sustaining employment, and the whole community can benefit from their more productive civic participation.

C. Community Involvement

What process was used to select this particular project? How was the process responsive to expressed community need?

During 2002-04, research by the Community Planning Partnership for Adult Education, funded by Mass. Dept. of Education, confirmed the need for adult education in this region – but that it should include academics combined with transitions support for preparing to move on to college and jobs. At the same time, TLP Teachers were seeing a demonstrated need for transitions support among students. Over the years, TLP has adapted its programming in response to community need. For example: we initiated intensive transitions services for youth in 2005 and then expanded these services to older students in response to expressed requests; we have started the new "Career Pathways" class for pre-GED/GED students this year to provide a more structured approach to college and career planning.

Collaborations with other area agencies also confirm that TLP's service model remains responsive to current community need. The Community Action (CA) FY2012-2014 *Needs Assessment and Community Action Plan* mentions "insufficient education/training" as among survey respondents' major reasons for unemployment (p. 46), lists TLP among its community linkages (p. 83) and identifies TLP's "innovative literacy 'transitions' approaches" as a workforce development strength in the CA service area. TLP/Amherst also

stays aware of community needs through ongoing contact with colleagues in the Amherst Human Services Network and the Council of Social Agencies of Hampshire County.

Define the process that will be used to maintain involvement of the project beneficiaries in the implementation of the project.

TLP maintains beneficiary involvement through:

Intake procedures, ongoing testing and individualized counseling to assess each student's educational level, skill needs, education and career goals, and potential barriers to success
Referrals and support for connecting with other services students may need in order to enroll or stay at TLP

Teacher responsiveness to student's expressed interests, learning styles, and academic strengths and challenges

Classroom volunteers, who help provide the level of individualized attention and academic support that adult literacy students often require in order to persist and succeed – in FY11 (FY12 data forthcoming), TLP/Amherst students benefited from 11 volunteers who donated a total of 747.5 hours with an in-kind value of \$19,569.55

Posting classroom notices about events and available services offered by TLP and other community agencies

Student advisory councils allowing students input into site decisions and providing opportunities for leader leadership

Administering annual student surveys to gather feedback for continuous program improvements

D. Project Feasibility

The project impact will be evaluated upon the extent to which the response meets the following criteria:

1. Describe what evidence exists to show that the community at large or project beneficiaries will use the project. Include documentation of demand for the activity through summary descriptions of surveys, inquiries, waiting lists or past participation.

Past participation combined with the ACS estimates discussed above provide evidence of program demand. On average (using data from the last 5 fiscal years), each year TLP/Amherst: Serves 58 enrolled students, 35 (60%) of whom are Amherst residents; Conducts 66 intakes of community members referred* to TLP; Serves over 90 additional community members through program inquiries and other services (ranging from giving other social service referrals to administering free pre-GED tests). Presently, TLP/Amherst classes are fully enrolled with a waiting list of 4.

*Word of mouth and local ESOL services are typically the largest sources of referrals. Other sources include flyers/publicity and other local/government agencies, such as the Career Center, community colleges, courts, library and public school).

2. If applicable, describe and document the availability and source of matching or other funds needed to complete the project.

TLP receives annual funding from the Mass. Dept. of Elementary and Secondary Education (DESE) and is a partner agency of the Hampshire County United Way and revenues from general fundraising.

3. Identify the roles and responsibilities of all personnel involved in the project as well as internal controls.

Site Director (SD) Sheila Murphy (reporting to the Executive Director) has prior workforce development experience and has been a TLP Teacher/Site Director for the last 8 years – Conducts outreach and academic assessments; Supervises classroom staff and volunteers; Oversees site reporting

Teacher Diane Regnery (reporting to the SD) has prior public school special education experience and has been a TLP Teacher and volunteer for the last 4 years - Conducts outreach and student intake; Teaches the basic literacy class; Provides individualized education/career/life skills counseling and referrals to wraparound services as needed, Maintains student progress files; Tracks outcomes; Writes reports

Teacher and Education and Career Advisor Eileen Barry (reporting to the SD) has prior adult education/transitions experience and has been a TLP Teacher/Education and Career Advisor for the last 3 years - Conducts outreach and student intake; Teaches the pre-GED/GED and Career Pathways Classes; Provides individualized education/career/life skills counseling and referrals to wraparound services as needed; Maintains student progress files; Tracks outcomes; Writes reports

Executive Director (ED)/Program Director Judith Roberts (reporting to the Board of Directors) has 20 years of business management experience and 9 years of prior adult education/workforce education experience, and has been TLP's ED for the last 5 years – Provides fiscal and program oversight; Supervises Site Directors and Coordinators

Technology Coordinator Sara MacKay (reporting to the ED) has prior years of adult education teaching experience and has been TLP's Technology Coordinator for the past 8 years – Provides computer/network maintenance and training

Volunteer Coordinator/Community Planning Coordinator Margaret Anderson (reporting to the ED) has been a TLP classroom volunteer, the TLP Volunteer Coordinator for the past 15 years and the TLP Community Planning Coordinator for the past 15 years - Recruits, trains, and supports volunteers; Coordinates publicity and fundraising

Administrative Coordinator Susan Beech (reporting to the ED) has prior administrative experience and has been TLP's Administrative Coordinator for the past 3 years - Provides administrative assistance

Internal Controls – TLP contracts with Bruce D. Norling, CPA, P.C., whose firm provides an annual comprehensive fiscal audit. There were no findings from the FY11 audit; the FY12 audit is forthcoming. TLP's Board of Directors Treasurer is Haynes Turkle, Financial Planner

4. Citing past accomplishments, document that the agency has the necessary past expertise to conduct the activity and has successfully completed past activities in a timely manner.

TLP's expertise in providing comprehensive adult literacy services allows for successful completion of this project; the project timeframe allows TLP staff to help students set and meet achievable goals and objectives as their educational and personal readiness allows. TLP has provided adult literacy services in western Mass. since 1984 and in Amherst since 1995. Since 2005, TLP's transitions services have provided intensive guidance to hundreds of students, helping them both to overcome barriers that threaten their continuation of GED studies and to develop needed skills and community connections for pursuing next steps beyond the GED. TLP has successfully completed projects within the contracted timeframe with a variety of funding, including several multi-year Mass. DESE grants, block grant funding in all other towns it operates in, other state and federal funding, and private foundation grants.

In FY12:

TLP served 345 enrolled students in classes agency-wide, with 67 (19%) earning a GED. TLP provided transitions services to 353 people agency-wide; of these, 54 (15%) enrolled in college, vocational training and/or job training and 54 (15%) obtained a job, raise or promotion.

TLP/Amherst served 52 enrolled students in classes, with 9 (17 %) earning a GED. TLP/Amherst provided transitions services to 46 people; of these, 2 (4%) enrolled in college, vocational training or job training and 9 (17%) obtained a job, raise or promotion. Note: the Amherst site had lower college/job success figures – related to less stable transitions advising funding than other TLP sites.

5. Please submit a program budget that includes all sources of revenue and all expenses. Attached.

E. Impact

Describe the impact the activity will have on the specifically identified needs. What measurable improvements will result from the activity? How much of the need will be addressed? Define the direct and indirect outcomes that will result from the project. Identify quantitative and qualitative measures determine that the outcomes are achieved.

75 students, 45 of whom will be Amherst residents, will make gains in academic skills needed to pass the GED and to enroll in college-level English and math, as well as gains in general skills required for college- and job-readiness. The services to the 45 Amherst residents address approximately 13% of the need among the more than 300 residents age 18 and over who lack a high school credential, and approximately 2% of the need among those 18 and over with no more than a high school credential.

Measurable improvements include: *The number of students who achieve a major outcome* – obtain a GED, enroll in college/vocational/job training, obtain a job/raise/promotion; *The number of students who complete activities that are indicators of progress toward major outcomes* (examples include taking/retaking GED tests, attending college information sessions, applying for financial aid, conducting a job search, and applying for a job).

TLP also tracks completion of activities that indicate *improvements in personal/family well-being* (such as developing financial literacy, learning about disease prevention or obtaining a driver's permit license) and *increases in civic participation* (such as registering to vote, voting, getting a library card and using the library).

Approximately 25 students will earn a GED or achieve another major outcome. On average, each student served will complete 2 activities that indicate progress toward a major outcome.

Direct outcomes include the major outcomes and activities discussed above. A broad range of indirect outcomes result as the benefits resulting from students' increased skills and community connections ripple out to their families, the local workforce, and the community. For example:

Earning a GED, obtaining post-secondary education/training, and getting a driver's license all positively impact the ability to work, increasing income and the ability to contribute to the local tax base and business economy

Developing financial literacy skills positively impacts the ability to use earned income in ways that promote personal and family stability

Increased educational levels enables adult literacy students who are raising children to positively impact their children's chances for success in school (FY 2011 ABE Fact Sheet, Mass. Coalition for Adult Education), thus breaking the intergenerational cycle of school dropout and the poverty often associated with it.

Increasing their skills levels and confidence enables marginalized community members to feel invested in their community and participate more meaningfully in a variety of ways, such as joining the local workforce, taking part in special events, using the library, voting, and volunteering. Adequate adult literacy levels are also associated with improved health and decreased incarceration and recidivism rates, making for a healthier and safer community. (FY 2011 ABE Fact Sheet, Mass. Coalition for Adult Education)

Quantitative measures include: Scale-scored, pre-and post-program assessments of participants' academic skills and work readiness (educational progress is assessed using standardized DESE measurements, the Massachusetts Adult Proficiency Test (MAPT), GED pretests and passage rates, and DESE Curriculum Frameworks standard); The Accuplacer diagnostic tool to evaluate college readiness; Attendance records; Achievement of major outcomes and indicators of progress.

Qualitative measures include: Staff observation; Maintenance of meeting notes and other student/staff communications in student progress files; Daily and monthly written student self-assessments of progress toward goals.

TLP also assesses its programs through: Monthly site reports of demographic and performance data; Annual assessment of TLP data entered into the Mass. DESE database; Semi-annual student surveys.

F. Evaluation

Goals & Assessments: Please explain your short-term goals and long-term goals. Describe the changes in the target population that indicate the program's success. How will these changes be measured? Will anticipated changes affect the municipality's responsibility to this target population? How will the impact of this service on individual clients be tracked over time? Will there be additional beneficiaries? Will this service enable clients to become self-sufficient? How is this service linked to other human/social service programs in the community?

Amy, a GED student at The Literacy Project in Amherst had this to say about her education. Amy says, ***"Just because you have challenges in your life, you can't stop. You can't be a quitter. I want to show my children that it's never too late to continue forward."***

Amy has indeed faced challenges. As a young parent, she dropped out of high school. Then she had to give up everything, *"just pack up and start over,"* to flee an abusive relationship. This time around, Amy is thriving at The Literacy Project. She is studying for her GED and plans to continue on at community college. Amy has been studying algebra in our college-readiness class, mastering the material and enjoying it. As Amy explains, ***"Now that I am in a safer zone, I can continue with the positives in my life."*** For Amy, pursuing her education is a "positive."

Short-term goals are for TLP students to achieve the following changes: earn a GED; develop the computer literacy and other skills needed to enroll in college or vocational training, to plan for or obtain improved employment, and to improve civic participation.

Long-term goals are for TLP alumni to achieve the following changes: succeed in planned college/vocational experience; obtain stable family-sustaining employment; enjoy full civic participation.

To measure these changes, TLP will track outcomes and employ the quantitative and qualitative measures discussed above. We also produce monthly and annual reports tracking outcomes data agency-wide, and will produce quarterly and annual Amherst CDBG reports.

The short- and long-term changes adult literacy students experience as they succeed in their education and career goals will *reduce and ultimately eliminate their need for emergency and other social services from the municipality.* As the ACS estimates cited above indicate, increased educational levels go hand-in-hand with income improvements, so that residents who were once adult literacy students in need of a variety of social supports become self-sufficient community members who can instead afford to support the local tax base and business economy. When adult literacy students succeed in changing their lives for the better, the municipality can hand out less and expect more, both financially and in terms of a more active citizenry.

TLP has begun to formally track longer-term outcomes of its alumni, through a survey of 24 GED graduates piloted in FY12 with a grant from the Bete Family Foundation. We plan to continue gathering alumni outcomes in order to: see if employment situations improve as alumni gain more post-secondary experience; identify challenges alumni may face in achieving education and employment goals; gather more feedback about TLP program impact and areas for improvement, including for strengthening our college readiness program that includes our new Career Pathways class. We plan to continue collecting alumni data in conjunction with the local community colleges and other collaborating programs as well as through ongoing alumni contacts by our Education and Career Advisors who provide transitions services.

When adult literacy students succeed in making positive changes that result in increased education and family-sustaining employment, it *enables them to become self-sufficient*, and the benefits ripple out to others with whom their lives intersect. *Additional beneficiaries* are the families, employers, and community members who benefit as students contribute more productively to family life, the workforce, and civic life.

TLP's services are linked to other community human/social service programs through a long history of inter-agency collaboration and contact. This is vital to providing the comprehensive, coordinated range of services adult literacy students need in order to achieve self-sufficiency while avoiding duplication of services. TLP both refers students to other needed services and conducts outreach with local agencies to obtain student referrals. Along with the Amherst Human Services Network and Council of Social Agencies of Hampshire County mentioned above, TLP/Amherst maintains connections with: the Regional Employment Board/Pathways to MCAS Success; Holyoke Community College ABE Transition to College and Careers Program; Greenfield Community College; WIA Youth Program; Family Outreach of Amherst; Amherst Housing Authority; Center for New Americans; Mass. Rehabilitation Commission; and Department of Transitional Assistance.

Agency Information

Please provide an overview of your organization, including length of time in existence, experience in successfully conducting activities for which funding is being sought, and skills and current services that reflect capacity for success.

TLP is a community-based, non-profit agency that provides comprehensive adult education services to over 400 adults and out-of-school youth age 16 and over each year. In recent years, annual rates of GEDs earned have risen to 18-19% agency-wide, and the number of major steps students have taken toward college and jobs has risen to over 100.

Founded in Greenfield in 1984, TLP expanded to the 5 sites it operates today, including opening the Amherst site in 1995. In 2005, in response to demonstrated student need as well as research confirming that adult literacy students need extra support for taking next steps beyond the GED, TLP intensified its transitions services by creating an on-site transitions program (now called education and career advising).

Today, TLP offers academic classes (basic literacy, pre-GED and GED) combined with education and career advising that includes a Career Pathways class. These comprehensive, integrated services help students successfully bridge the gap between the adult literacy classroom and what is for many an intimidating world of post-secondary education/training and employment requiring more than low-level skills. TLP's Teachers and Education and Career Advisors are trained professionals who continually increase their expertise through professional development at monthly staff meetings and through other opportunities. Through our strong volunteer program, TLP benefits from about 70 trained classroom volunteers each year who help provide the intensive individualized support that adult literacy students often require in order to succeed.

TLP's value to the community is recognized by a wide range of stakeholders in our students' success. They include a dedicated professional staff, an active Board of Directors, many funders public and private, and a growing number of community supporters who give their money, talent and time. With their support, TLP is helping to keep the doors of opportunity open for those who have the most at stake – the adults and out-of-school youth among us who are ready to do the hard work of envisioning and pursuing a future of economic security, self-sufficiency and more meaningful civic participation.



Amherst Planning Department
Amherst Town Hall, 2nd Floor
4 Boltwood Avenue
Amherst, MA 01002

September 18, 2012

Dear Amherst Planning Department,

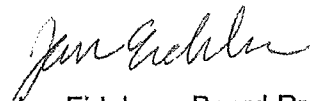
We are writing to indicate our great interest in collaborating with The Literacy Project's *Transitions Program*.

The Amherst Survival Center is an organization committed to providing for the basic needs of low-income residents of Amherst and the surrounding area. One of our major strategies in fulfilling our mission is to partner with other organizations offering services to help our clients move beyond a condition of need to a state of greater self-sufficiency.

We are very excited about the Literacy Project's proposal to have a counselor active in Amherst, including some hours at the Amherst Survival Center.

Please feel free to contact me if you would like more information.

Sincerely,



Jan Eidelson, Board President

The Literacy Project

FY 2013 Budget

Revenue	Budget Amount
DESE 345	479,968
DESE Career Pathways/DESE Indirect	79,991
Ware CDBG	42,080
Greenfield CDBG	20,500
Northampton CDBG	7,740
Bete Foundation	5,000
WIA	51,300
United Way	10,000
Xeric	3,980
Peabody	20,000
Center for New Americans P2P	17,077
Clean Energy	4,500
BJ's	10,000
People's Bank	4,000
Mass Humanities	7,500
Town of Ware	18,262
Rental Income	2,400
Interest Income	1,000
Donations	65,000
TOTAL REVENUE	850,298
Expense	
Payroll	474,678
Payrolls taxes and Fringe Benefits	142,403
Personnel Costs	617,081
Substitutes	5,950
Professional Services	36,035
Accounting/Audit	13,500
Payroll Service	1,900
Staff Travel/Training	8,000
Student Expenses	9,000
GED Test Fees	3,980
Educational Supplies	12,833
Ed Technology	25,000
Telephone Expense	10,500
Printing/Photocopying	2,500
Postage	1,775
Advertising	1,000
Office Expense	4,500
Interest Expense	1,310
Dues & Subscriptions	2,100
Equipment Repair/Rental	7,470
Other facility Expense	1,200
Rental Expense	65,680
Utility Expense	8,470
Workshop/Conference Expense	1,000
Special Event	1,000
Insurance Expense/Corp Fees	4,137
Non Personnel Costs	228,840
EXPENSE TOTAL	845,921
Net Income/(Deficit)	4,377

PROJECT BUDGET FORM

Massachusetts CDBG Program FY13- Amherst - Human Service Funding Application

Program Name: The Literacy Project Passport to Success GED to Jobs Program

Program Period:

12 MONTHS

July 1, 2013 - June 30, 2014

PERSONNEL Position:	Hourly Rate	Hours Per Week	# Weeks	Total Program Cost	CDBG Cost	Non- CDBG Cost
GED Instructor/Advisor	\$ 20.50	18	38	14,022	7,790	6,232
Program Director	\$ 23.00	6	38	5,244	2,355	2,889
Site Director	\$ 21.00	15	38	11,970	-	11,970
Site Instructor	\$ 20.50	9	38	7,011	-	7,011
Technology Coordinator	\$ 23.00	9	38	7,866	3,910	3,910
TOTAL SALARY				46,113	14,055	32,012
Benefits at 15 %				6,917	2,108	4,802
Taxes at 12 %				5,534	1,687	3,841
TOTAL PERSONNEL				58,564	17,851	40,655
ADMINISTRATIVE COSTS						
Rent, utilities				12,600	5,100	7,500
Telephone				1,100		1,100
Insurance						
Postage				200	-	200
Supplies and materials				500	250	250
Travel/mileage				500	250	250
Consultants						
Accounting						
Reproduction/printing				700		700
Advertising				250		250
Community events						
other: Student Transportation				500	350	150
other: Equipment/computers				3,000	1,372	1,628
other: GED test fees				650	325	325
other: Educational materials				2,000	1,500	500
other: Educational field trips				500	500	-
other: Student food				900	350	550
other: Operating expenses				13,500	2,302	11,198
TOTAL ADMINISTRATIVE				36,900	12,299	24,601
TOTAL PROGRAM COSTS				95,464	30,150	65,256